

School Effectiveness Team



# WSSC Model Policy

COVID-19 school closure arrangements for Safeguarding  
and Child Protection policy annex

Safeguarding in Education Team  
JANUARY 2021





## **Billingshurst Primary School**

### **COVID-19 school closure arrangements for Safeguarding and Child Protection policy annex**

**JANUARY 2021**

**School Name: Billingshurst Primary**

**Policy owner: Helen Williamson**

**Date adopted: 26.1.2021**

**Date shared with staff: 226.1.2021**

**This policy is for use during the COVID-19 school closure from 5<sup>th</sup> January 2021 only**

## **1.Context**

From 5<sup>th</sup> January 2021 government guidance requires all schools to partially close for the period of interim COVID-19 arrangements.

On 7<sup>th</sup> January 2021 The Department for Education issued 'Restricting attendance during the national lockdown: schools. Guidance for all schools in England'.<sup>1</sup>

Page 39 of that guidance indicates that schools and colleges should review their child protection policies to reflect the move to remote education for pupils who are not attending school.

This annex does not cover all the other areas in the 'Restricted Attendance guidance' for example, parents and carers who are critical workers, wearing of face coverings, or good respiratory hygiene. Schools and colleges should review the guidance and ensure it is adapted to suit the needs of their particular setting.

This annex is supplementary guidance for the period of lockdown '3', January 2021 only. During this period All schools and colleges MUST CONTINUE to have regard for the statutory guidance Keeping Children Safe in Education 2020<sup>2</sup>

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<sup>1</sup>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/950510/School\\_national\\_restrictions\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf)

<sup>2</sup> <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## 2. COVID19 January 2021 annex for your current child protection policy.

This annex of the BPS Safeguarding, and Child Protection policy will take effect 26.1.2021 and remain in place during this period of time and will be reviewed as government policy and guidance changes.

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### 3. Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Helen Williamson	01403 782789	head@billingshurstprimary.org.uk
Deputy Designated Safeguarding Lead	Jacque Wattam David Timmins Lucy Hanington Deborah Angeli	01403 782789 01403 782789 01403 782789 01403 782789	deputy@billingshurstprimary.org.uk dtimmins@billingshurstprimary.org.uk lhanington@billingshurstprimary.org.uk dangeli@billingshurstprimary.org.uk
Headteacher	Helen Williamson	As above	
Chair of Governors	Jo Newton-Smith		Jo.newtonsmith@billingshurstprimary.org.uk
MASH WSCC		01403 229900 (Out of Hours – 0330 222 6664)	Referrals to MASH should be made on the following web-based forms which can be accessed here: Adults - <a href="https://www.westsussex.gov.uk/raiseaconcernaboutanadult">https://www.westsussex.gov.uk/raiseaconcernaboutanadult</a> Children's - <a href="https://www.westsussex.gov.uk/Raiseaconcernaboutachild">www.westsussex.gov.uk/Raiseaconcernaboutachild</a> Referrals can also be made by telephone to 01403 229900
LADO	Miriam Williams Donna Tomlinson Assistant LADO: Sally Arbuckle	0330 222 6450 (9am - 5pm) (Out of Hours – 0330 222 6664)	<a href="mailto:LADO@westsussex.gov.uk">LADO@westsussex.gov.uk</a>
Safeguarding in Education		0330 222 4030	<a href="mailto:safeguarding.education@westsussex.gov.uk">safeguarding.education@westsussex.gov.uk</a>

Additional school contacts regarding safeguarding and CP during school partial closure:

Role	Name	Contact	Email
See above			

### 3. Staff Resilience – School Safeguarding Team

It is expected that our school will have a trained DSL (or deputy) available on site. However, it is recognised that on occasions there may be operational challenges to this. In such cases, for our school there are two options to consider:

- a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other schools (who should be available to be contacted via phone or online video)

Should we not have a DSL available on the telephone nor from another school, the member of staff operationally in charge of the school at that time will be responsible for co-ordinating safeguarding on site.

If we are aware we may face the possibility of not having a DSL available either on the school site, on the telephone, or from another school we will make immediate contact with the WSCC Safeguarding in Education Team on 0330 222 4030 or email [safeguarding.education@westsussex.gov.uk](mailto:safeguarding.education@westsussex.gov.uk) for advice and support.

#### **4. Capacity of DSL team in our school**

- The hierarchy of DSLs and contact numbers are published for all staff in the school office and staffroom. All staff informed of this by email.
- We have 5 currently qualified DSLs in school. At least three are on site in any one day. The Lead DSL, the Headteacher, is available when off-site to support the DSL team

(e.g.; optimal scenario available on site, DSL or deputy available to be contacted via phone or online video, what happens if neither available, upskilling staff, school to school contingency plans, notifying staff daily re lead contacts)

Billingshurst Primary School has a Designated Safeguarding Lead (DSL) and 4 Deputy DSLs.

The Designated Safeguarding Lead is: Helen Williamson

The Deputy Designated Safeguarding Lead is:

Jacquie Wattam
David Timmins
Lucy Hanington
Deborah Angeli

Contact details for these are: see above

All regular duties of the Safeguarding and Child Protection team in our school will remain during this period of lockdown in order to protect all of children and young people, whether they are attending school or accessing learning remotely.

This will include:

- Managing concerns raised
- Updating and managing access to safeguarding and child protection records by liaising with the offsite DSL (or deputy)
- Undertaking risk assessments for all pupils as necessary
- Co-ordinating safeguarding provision and checks for all vulnerable pupils on and off site
- Liaising with children's social workers where they require access to children to carry out statutory assessments at the school or college and engaging with key safeguarding partners when requested, in an appropriate and safe manner.

#### **5. Safeguarding Training and Induction**

Keeping Children Safe in Education 2020 states:

*72. The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.*

*73. In addition to their formal training as set out above, their knowledge and skills should be updated (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.*

### 5.1 DSL Training

Our school recognises both DSL induction and refresher courses have been made available by WSCC as on-line courses and which can only be booked via the Safeguarding in Education pages on the West Sussex Service for Schools Site. We will ensure all our DSLs are trained within their two-year cycle.<sup>3</sup>

Our school will also consider if we need to train additional DSLs to mitigate the risk of the majority of our DSL team being away from work and not contactable.

### 5.2 Continual Professional Development

We also recognise the Safeguarding in Education pages on West Sussex Service for Schools contain many resources for DSL continual professional development, including a digital library and other relevant information.

### 5.3 The DSL training dates for our staff are:

Name of staff member	Type of training and date of issue	Role in school
Helen Williamson	Refresher – on line: 14/7/2020	Headteacher
Jacquie Wattam	Refresher – on line: 15/10/2020	Deputy Headteacher
David Timmins	Introduction DSL – on line 19/5/2020	Assistant Headteacher
Lucy Hanington	Introduction DSL – on line 9/11/2020	Assistant Headteacher
Deborah Angeli	Refresher – on line 1/11/2020	SENDcCo

### 5.4 Staff training

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in

<sup>3</sup> <https://schools.westsussex.gov.uk/>

Education (2020). All staff are aware of WSCC procedures for referral and have access to key contacts to do this.

Any new staff, including volunteers, who join the school will receive full safeguarding training.

### 5.5 Raising a Safeguarding Concern

All staff will continue to follow the normal processes as outlined in our child protection and safeguarding policy for raising safeguarding concerns about any child or young person, whether they attend our school or receive education elsewhere.

## 6. Vulnerable children

The Department for Education have identified vulnerable children as those who<sup>4</sup>:

1. are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a Child In Need plan, a Child Protection plan or who are a looked-after child
2. have an education, health and care (EHC) plan
3. have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
  - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
  - adopted children or children on a special guardianship order
  - those at risk of becoming NEET (not in employment, education or training)
  - those living in temporary accommodation
  - those who are young carers
  - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
  - care leavers
  - others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

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<sup>4</sup> <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision#vulnerable-children-and-young-people>

## 6.1 Identifying our Vulnerable Children

Our school will use the above definitions to identify our vulnerable children. We will generate a confidential system, accessed only by those who need to know, so we can identify each vulnerable child and monitor attendance and other concerns.

We recognise in the DfE guidance that all schools and colleges are expected to allow and strongly encourage vulnerable children and young people to attend and that parents/carers of vulnerable children and young people are strongly encouraged to take up the place.

Our school college will support this by:

- Providing a place in school for all children identified as vulnerable
- Working with parents who are reluctant to send their children in to encourage even partial attendance
- Weekly calls to vulnerable families at home from DSL
- Actively working to remove the barriers for attendance
- Protecting the identity of those attending school from the wider community through not conducting online streaming and live meets. All lessons are recorded. Parents feel confident their identity is protected from judgement

## 6.2 Identifying Our Vulnerable Children

Appendix A below is a suggested way in which you can identify your vulnerable children and a means to monitor attendance and / or contact with the child and families.

## 6.3 Supporting Our Vulnerable Children who are attending school

We will continue with our normal processes of supporting our vulnerable children when they are at school. This will include using such tools as 'Day in My Life' as necessary.

## 6.4 Hearing the Voice of the Child

Our school is very aware that the usual members of staff, whom children and young people may go to when needing to share their worries, may not be physically present at school or immediately available due to self-isolating etc. We will ensure all of our children and young people know who they can go to should they have worries if their usual staff member is unavailable.

## 6.5 Vulnerable Children Not Attending

If any of our vulnerable children and young people do not attend, our school / college will:

- work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child's circumstances and their best interests
- work together with the local authority and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person's attendance would be appropriate
- Maximise the opportunities to understand the lived experience of all of our children who are not attending during lockdown, and particularly those who we recognise are vulnerable.



## 6.6 Leave of Absence

Latest guidance states vulnerable children are still expected to attend school full time, they should not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know.

The Department of Education expects schools to grant applications for leave of absence given the exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

Where our school / college grants a leave of absence to a vulnerable child or young person we will still speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions should focus on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home.

Where providers have had to temporarily stop on-site provision on public health advice, they should inform the local authority to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so.

Our school / college will work collaboratively with other schools and education providers and other local partners (including the local authority, social workers, police, youth services, key workers etc.) to maximise opportunities for face-to-face provision for vulnerable children.

Our school / college will continually review the safeguarding risks to our vulnerable children and young people and will raise concerns with Early Help and / or MASH when and where relevant.

## 6.2 Private Fostering

We recognise that if any of our students are accommodated with a host family for 28 days or more then we will share the information with WSCC MASH (contact details above) to enable private fostering assessments to be undertaken.

## 7. Recruitment, Supply and other temporary staff or peripatetic teachers

Our school will follow our normal procedures for safer recruitment and will continue to undertake all necessary safeguarding and right to work checks for any new members of staff, supply cover or other temporary staff, including volunteers, who come into our school or college.

### 7.1 Lateral Flow or other testing – volunteers

We will ensure that any volunteers who attend our school to assist with lateral flow testing, or any other testing, will be subject to the same safer-recruiting checks as any other volunteer. If that is not possible in the time frames available to complete all of those checks then those volunteers will be supervised by school staff, who do have the relevant checks in place, at all times.

## 8. Remote Education

Our school recognises the temporary continuity direction<sup>5</sup> which makes it clear that schools and colleges have

<sup>5</sup> <https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note>

a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19).

## **9. Delivering Remote Education Safely and Safeguarding**

Appendix B of this Annex outlines how our school and college will deliver remote education safely.

## **10. Pupil wellbeing and Support**

Our school / college recognise that our children and young people may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust, either to a return to learning at home or being in school without their peers, and some may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be content with the change in circumstances.

The return to remote learning for most will limit pupils' social interaction with their peers, carers and teachers, which may have an impact on wellbeing.

In order to support our pupils' wellbeing, we will work with our children, families and partner agencies to support our children and young people.

Please see Appendix C for further information.

## **11. Support from the Local Authority**

The WSCC Safeguarding in Education Team are offering daily safeguarding support to schools and can be contacted by:

Phone - 0330 222 4030

Email - [safeguarding.education@westsussex.gov.uk](mailto:safeguarding.education@westsussex.gov.uk)



## Appendix A – Identifying Vulnerable Children – suggested template

Monitoring Our Vulnerable Children					
Name	Reason for Vulnerable	Place accepted Y/N?	Reasons provided by parent / carer if Not attending	If not attending – engagement plan	Log of concerns and contact details added to safeguarding file and date added.
A	Emerging concerns around mental health	Y			
B	Child in Need Plan	N	Mum states she can manage the child at home. Mum is furloughed and can support learning.	1. Weekly contact by DSL and social worker to monitor and identify any escalations in risk. 2. Monitor learning with at least weekly contact by class teacher.	
C	Child cannot access remote learning	N	Mum states they are asking family for a tablet or laptop.	School are sending learning home. School will monitor and discuss progress with mum. School are also trying to resource a laptop.	

## Appendix B - Delivering Remote Education Safely and Safeguarding

### We are legally required to provide remote education if:

- Individuals or groups of pupils need to self-isolate, but the rest of the school is still open; or
- There are local or national restrictions that mean most pupils need to stay at home.

### We will:

- Ensure that our home learning is safe, high quality and aligns as closely as possible with in-school provision
- Ensure consistency in our approach to remote learning for pupils who are not in school
- Use an online platform whose format will be consistently used across the school
- Ensure that all online and offline resources, are linked to our curriculum expectations
- Facilitate year group emails in order to allow interaction, assessment and feedback.
- Provide printed resources for pupils who do not have suitable online access
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so we will work with families to deliver an appropriate curriculum

### Roles and Responsibilities

When providing learning from home:

**Senior leaders** will be responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning –through discussions with teachers and subject leaders; reviewing work set and by responding to feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Keeping in touch with our most vulnerable families and those pupils registered “Child Protection”.

The **Inclusion Lead** will be responsible for:

- Monitoring how well pupils with SEND are progressing through the curriculum
- Supporting teachers to make reasonable adjustments for pupils with SEN
- Supporting teachers to plan an appropriate curriculum for children with an EHP
- Supporting families to access and deliver home learning

**Commented [He1]:** Monitoring may be better as it is really difficult to assess all the SEND remotely and may set DA up for a fall

**Teachers** will be responsible for:

- Planning the learning:

- o Plan a weekly curriculum that's of equivalent length to the teaching pupils would receive in school
- o Provide a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject
- o Set appropriate tasks and activities in line with our curriculum expectations so that pupils in their year have work each day in a number of different subjects
- o Where necessary, make reasonable adjustments and adapt the learning for pupils in their class with SEN or an EHCP
- o Upload the week's learning, appropriate activities and resources, to "Padlet" our online learning platform, by Friday of the preceding week.

• Providing feedback:

- o Monitor pupils' engagement with the learning and assess how well pupils are progressing through the curriculum.
- o Assess the learning and record assessments on Target Tracker.
- o Written or verbal feedback should be shared with pupils via the year group email
- o Teachers will be expected to respond only to emails from parents of pupils in their own classes except in circumstances where a colleague in the same year group is unable to respond.

• Keeping in touch with pupils who are not in school and their parents:

- o Teacher will provide feedback via year group emails, post to year group Twitter accounts and school Face Book account and where appropriate phone calls.
- o A phone call may be needed, to address a specific and urgent issue that cannot be addressed by email. In this instance and where possible, calls will be made from a school telephone during the school day.
- o All phone calls made from a teacher's private mobile should have "no call ID" activated.
- o If a class or year group has a child or children using home learning, Teachers will upload a weekly video to Padlet to introduce the week's work
- o Teachers are expected to respond to all emails of finished work as soon as possible, ideally as soon as the work is completed, but always within a week.
- o Teachers are expected to respond to all queries or questions as soon as possible, ideally with 24 hours of a normal school week.
- o Teachers are not expected to respond to emails outside of their normal working day / week.
- o Emails from parents containing queries, questions shared by parents and pupils should be dealt with in line with school policies:

In the first instance, **queries and questions** should be dealt with by the class teacher or year group leader. If it is still not resolved the issue should be referred to the appropriate Key Stage AHT, who will then direct it to the Deputy or Head Teacher if necessary.

**Complaints** from parents should be made following the published complaints policy

Commented [De2]: Follow Up: Keeping

Commented [De3]: Could you look at this section and give me your thoughts?

Commented [He4R3]: Maybe we need to define phone calls:  
. Where phone calls are needed, to address a specific and urgent issue that cannot be addressed by email, calls will be made from a school telephone. Staff should not phone children and families from their won home ???

Commented [De5]: I didn't want to add to the teachers' work load. If all children are in school, a video on Padlet is not really necessary.

Commented [LH6R5]: Yes I agree just if they are at home: I wonder if all teachers know how to do this or whether it is worth a little demo in one of the upcoming staff meetings?

Commented [He7R5]: I think this is really important as it adds the personal touch without excessive workload

Commented [De8]: Does within the week sound reasonable; I think I remember discussing it could be a PPA task?

Commented [LH9R8]: Maybe we could put 'within a week' rather than 'within the week' in case something came in on a Friday?

Commented [He10R8]: I agree within a week. Parents know how to hold us to account!

Commented [He11]: Could we change this to queries or questions - otherwise it may be seen as a conduit for moaning. Could add a point that all complaints should be made following the published complaints policy

Commented [He12]: Just found it!

Concerns about **Safeguarding** should be reported, on the school's "Child Concern" form, to a DSL immediately.

The **governors** will be responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

### Online safety

Keeping pupils and teachers safe during remote education is essential. The use of technology has become a significant component of many safeguarding issues. Technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Our contact with parents and carers during this time will also be used to reinforce the importance of children staying safe online.

It is especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

We will emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

Teachers delivering remote education online should be aware that the same principles set out in our staff behaviour policy (code of conduct) will apply. When communicating online with parents and pupils, staff should:

- communicate within school hours as much as possible.
- communicate through the school channels approved by the senior leadership team
- use school email accounts
- use school devices over personal devices wherever possible
- not share personal information

The **governors** should:

- Ensure that the school has appropriate filters and monitoring systems in place.

- Ensure that children are taught about online safety and that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. (KCSiE (2020)page 104).

Further support and details can be found in: Government guidance -19April 2020:

**Safeguarding and remote education during coronavirus (COVID-19)**

This policy is linked to the following documents:

- Billingshurst Primary School COVID-19 Risk Assessment (updated 01.09.2020)
- Billingshurst Primary School Child protection policy and coronavirus addendum to our child protection policy
- Billingshurst Primary School Behaviour policy
- Billingshurst Primary School Home-school agreement
- Billingshurst Primary School Learning at Home policy
- Billingshurst Primary School Acceptable use policy (ICT and internet)
- Billingshurst Primary School Data protection policy

**Providing equal access:**

- The school will provide paper copies of planning and resources to any family that requests it.
- Laptops and devices available from the DfE will be allocated according to the government's criteria for vulnerable children. Any unallocated equipment will be allocated by the school on the assessment of need.
- The school is involved with local charities and campaigns to source further IT equipment to support families in need but who do not meet the criteria for distributing the initial allocations.

The DfE is working to:

- Provide access to [free additional data](#) for families who rely on a mobile internet connection.



## Appendix C – Children Requiring Mental Health Support

1. We recognise our school has an important role to play in supporting the mental health and wellbeing of our pupils.
2. We recognise mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Our school/college has an Emotional Well-being Lead and that is .....

1. As a school we will have a clear system and process in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. We will make sure all staff and volunteers are aware of our system.
2. Where there are concerns about the mental health, wellbeing and safeguarding of a child, staff will immediately discuss those concerns with the Designated Safeguarding Lead.

3. We are aware of recent government publications:

- [Preventing and tackling bullying](#),<sup>6</sup>
- [Mental health and behaviour in schools](#),<sup>7</sup> and
- [Promoting children and young people's emotional health and wellbeing](#).<sup>8</sup>

4. Our staff are aware of the West Sussex Community Mental Health Liaison Service <https://www.sussexpartnership.nhs.uk/west-sussex-cmhl-service#:~:text=The%20new%20Community%20Mental%20Health,to%20moderate%20mental%20health%20conditions> who provide an early intervention and prevention service for professionals who are working with young people under the age of 18, and are concerned about a young person's mental health and wellbeing. This service is available to our school.

5. We are aware that we can obtain advice and support from School Nursing Service <https://www.sussexcommunity.nhs.uk/downloads/services/west-sussex-school-nursing/west-sussex-school-nursing-leaflet.pdf>

6. We are also aware of the resources available to our school from the Mentally Healthy Schools website <https://www.mentallyhealthyschools.org.uk/>

7. For our pupils aged 11-19 we are aware of the [ChatHealth](#) text service and [YES - Youth Emotional Support Service](#)

#### Self-Harm Guidance for Schools

Managing self-harm guidance and tool kit for schools in West Sussex has recently been created with the latest information and resources to help recognise the signs, identify risks and access the support available.

We recognise that [Self-Harm Guidance for schools](#) is available to anyone working in education, to support staff when dealing with students who self-harm, or are at risk of intentionally harming themselves.

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<sup>6</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

<sup>7</sup> <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<sup>8</sup> <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>